



KDES instructor Sarah Raymond and students from her Intermediate School science class place plants in the school's new indoor habitat, a component of the KDES Project.

KDES Project celebrates environment

When Kendall Demonstration Elementary School received a grant from the U.S. Fish and Wildlife Service in 1993 to build indoor and outdoor urban wildlife habitats, it generated so much interest that a science fair and an art exhibit, both with an environmental theme, were added to the plans.

Enthusiasm continued to build over the next two years, and today, plans for a new playground have been added.

The KDES Project, as the collective effort is called, is all about the celebration

of nature and promoting knowledge and awareness of the Earth's fascinating yet fragile ecosystem.

The U.S. Fish and Wildlife grant provided \$10,000 a year for three consecutive years to develop the indoor and outdoor habitats in phases. But until this past fall, the project was essentially on hold while planning problems were being smoothed out. Now, the KDES Project is back on schedule and enthusiasm is running high.

"There's even more excitement now than there was before; a lot of people want to see the project happen—particularly the kids—they really want a new playground!" said Sara Gillespie, content specialist in KDES' Department of Curriculum and Evaluation, who wrote the habitat proposal with Dr. Fred Mangrubang and other KDES science teachers.

Ground may be broken for the outdoor habitat and the playground this spring or summer, organizers anticipate. A May 9 dedication ceremony will be held for the opening of the EARTHVENTURE art exhibit and the indoor habitat. Tentative plans for the ceremony include a presentation by the Wildlife Center of Virginia of "View from the Top," which will include live birds of prey. A reception will be held outside Kendall Gallery, where guests can enjoy refreshments before visiting the exhibit.

The outdoor habitat will cover approximately 10,000 square feet—about one-quarter acre—on the east side of the school along West Virginia Avenue. The playground will be a complete makeover of the school's present outdoor recreation area.

The outdoor habitat, which Gillespie describes as an "undeveloped park," and the playground were designed by

continued on page 3

Gallaudet adopts its first statement on communication

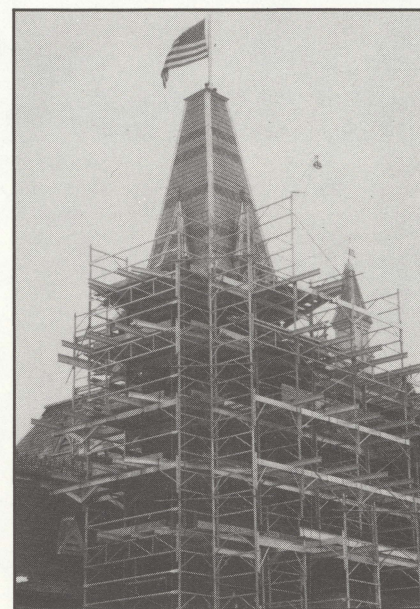
Gallaudet's new Communication Statement—the first in the University's history—represents a major step toward achieving the University's goal of facilitating communication among everyone in the campus community.

The statement notes that "Gallaudet is a bilingual community in which both American Sign Language and English thrive. We recognize that in our campus community ASL and English coexist in complex ways; accordingly, this statement reflects the attitudes, philosophies, and realities of sign diversity on campus."

The statement is guided by three principles: 1. At Gallaudet, effective sign communication supports education. 2. Sign communication at Gallaudet will be inclusive, respectful, and flexible. 3. Direct sign communication is central to the Gallaudet vision.

The statement was developed by Jack Gannon and Dr. Bette Martin, special assistants to Gallaudet President I. King Jordan, and is based on

continued on page 2



Scaffolding covers the exterior of Chapel Hall while workers replace deteriorated stone on the historic structure. Dan Kirby, manager of Construction Services, said that workers from Brisk Waterproofing Co. are replacing the stone with new stone acquired from a quarry in Portland, Conn., and crafted by stone carvers in Vermont to replicate the original design. The job may be finished by graduation, said Kirby, but care and patience—not time—are essential.

Campus seeks ways to improve literacy

Classes at Gallaudet were put aside Feb. 7 so that faculty, students, and staff who work with students could participate in "Enrichment Day," an exchange of ideas on the vital issue of improving reading and writing literacy. Offices in the divisions of Academic Affairs and Academic Support and Student Development also were closed for the day, which had the theme "Literacy: Reading, Writing, and Your Future."

"I thought it went quite smoothly," said Terry Coye, a co-coordinator of the day's events. "Many people have thanked me for providing opportunities to get specific, useful information and ideas for improving literacy at Gallaudet."

President I. King Jordan gave the kickoff speech for the day, followed by Coye's keynote address on "Literacy and Gallaudet: Myth versus Reality." Coye asserted that myths about literacy at Gallaudet and beyond are stopping the community from taking action. It is not true, for example, that most hearing college graduates read well—in fact one study has shown that only 11 percent read at what would be considered "college level," he said.

Progress is also slowed, Coye said, because of the "blame game"—students blame faculty and administrators for their problems with English; faculty blame students and administrators; administrators blame faculty and students; and everyone blames the high

schools that pass students despite poor literacy skills. "I'd like to set up a rule for today that no one blames each other," Coye said.

Coye pointed to a review of numerous studies at colleges and universities showing that no single factor, whether dorm environment or the teaching method, had a significant effect on students; only the cumulative influences of *all* aspects of the students' college years made a marked impact on them.

continued on page 3

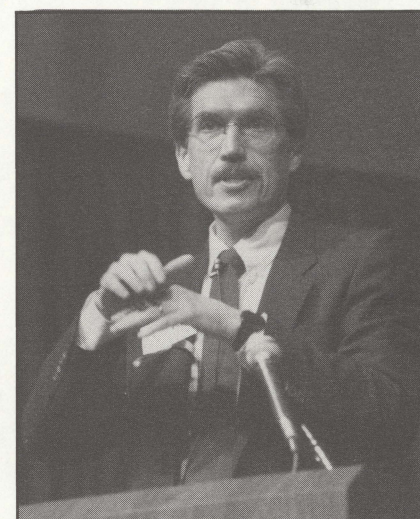
Watch for on-line On the Green coming March 6

Log onto VAX; type *gopher* at \$ prompt.



This issue of On the Green is the first of the monthly four-page printed issues of the faculty/staff newspaper. March also marks the beginning of the new on-line On the Green, a service that will keep the campus updated on news and activities affecting the Gallaudet community.

Please take advantage of the new service and, after a few weeks, let us know what you like about it and how you feel it can be improved. E-mail comments to TTBYRD.



Terry Coye, Enrichment Day co-coordinator, gives keynote speech urging the campus community to work together to improve literacy.



Art Department Chair Deborah Sonnenstrahl and deaf stained glass artist Sander Blondeel compare his cut glass to his watercolor design for the artwork he is donating to the University's conference center.

Deaf stained glass artist donates his skill to conference center art project

One art studio in the Washburn Arts Building has a padlocked door and windows and walls lined with sheets of colored glass—all part of a work-in-progress by renowned deaf stained glass artist Sander Blondeel of Belgium.

Blondeel was at Gallaudet Jan. 16-Feb. 13 working on a stained glass piece that he is donating to the Gallaudet University Conference Center (GUCC). He hopes to complete the GUCC project here in March.

The completed artwork will hang in the first floor lobby of the conference center. It would cost \$75,000 to \$100,000 if Blondeel sold it. The Conference Management Unit and the GUCC are paying for Blondeel's materials and air fare, and are putting him up in the Kendall Apartments. They are still seeking grants and donations to help cover these costs and to help fund additional art acquisitions for the center.

Blondeel's design incorporates elements of the windows of Chapel Hall, College Hall, and the Peikoff Alumni House. It is more challenging, however, according to both Blondeel and Art Department Chair Deborah Sonnenstrahl, because it uses curved and straight lines rather than straight lines alone as are used in the windows of those buildings.

Although the design is abstract and geometric, Blondeel explained that it represents people meeting at its center, talking together, then sharing their ideas and conclusions with a wider audience.

Blondeel first contacted GUCC staff about one year ago, proposing to design a stained glass piece for the center. When Krista Walker, coordinator of the center, asked Dr. Sonnenstrahl if she'd ever heard of him, Sonnenstrahl was thrilled, she said.

"We don't have enough deaf stained glass artists," said Sonnenstrahl. "That surprises me, because deaf people enjoy colors. A stained glass window is a natural outlet for color and light. . . . Sander is an exception. We at Gallaudet University are very fortunate to have him come here and share his talent with us for many, many years to come."

Blondeel, who was a visiting student at Gallaudet in 1985-86, designed the project at his studio in Belgium. He relied on carpet, drapery, wood, upholstery,

and paint samples of the planned interior of the conference center to develop his design.

The design is the most important part of any project, said Blondeel. "That's when I'm nervous—creating the design," he said.

He also researched U.S. glass houses while still in Belgium and identified a glass shop in Newark, N.J., that carried what the industry calls "full antique" hand-blown glass in the quality and colors he wanted.

"I'm very impressed with him," said Sonnenstrahl. "He did his homework. I have to smile; he knows more about our glass shops than we do ourselves."

Blondeel came to Kendall Green in January, where he presented his watercolor depiction of the stained glass work to a panel of artists and conference center staff.

Some changes were made, Blondeel selected his glass at the Newark facility, and he began transferring the design onto glass, cutting the glass from pattern pieces of the design much like a tailor would use a pattern to make a suit. In all, he will cut more than 1,000 varying shades and sizes of glass in greens, reds, mauves, purples, and blues before connecting them with strips of lead. "Cutting the glass, I feel nothing; I am so accustomed to it," said Blondeel. "For most artists, the glass part requires great patience, but for me it is very natural."

This is no wonder, because Blondeel learned to cut and design glass at his father's knee. His father is a well-known stained glass artist, as are Blondeel and one of his three brothers.

But Blondeel is the only one who is deaf. He graduated from an institute for deaf students in Belgium, earned a master's degree in fine arts, and trained in art restoration. In addition to his schooling in Europe, Blondeel studied glass work at the National Technical Institute for the Deaf and was a visiting student at Gallaudet in 1985-86. He has exhibited his work in Europe, Canada, the United States—New York, N.Y., Raleigh, N.C., Washington, D.C.—Egypt, Mexico, and South America.

Artists who are interested in donating artwork to the GUCC, in loaning pieces for at least one year, or in displaying artwork for sale may call Walker at x5436 or E-mail KIWALKER.

Center for Communication and ASL Training and Assessment approved

continued from page 1

extensive input from the campus community. It was approved Feb. 10 by the Board of Trustees.

At the same time, the board also approved establishing a Center for Communication and American Sign Language Training and Assessment, which will be administered by the School of Communication. The purpose of the center is to help fulfill the principles of the Communication Statement by providing sign language training and assessment to University faculty, staff, and students.

According to Martin, work on the Communication Statement began in January 1994 after the Sign Communication Proficiency Interview (SCPI), a program to assess staff and faculty members' sign language skills, was suspended for staff. The SCPI was put on hold because there were no campus guidelines by which evaluators could base their assessments of staff members, signing skills. To remedy this, the committee overseeing the program recommended that a document be developed outlining the University's position on communication.

The SCPI Review Committee's recommendation, coupled with the much larger issue of communication as it relates to the entire University, prompted Dr. Jordan to launch the development of the Communication Statement, said Martin.

Martin and Gannon's first step was to solicit input from everyone on campus to develop a consensus on communication goals for Gallaudet. Public forums, meetings with groups and individuals, letters, and E-mail messages ensued. Responses covered the entire gamut of positions on the long-running controversy on communication at Gallaudet. "As we met and talked to more and more people," Martin said, "we began to hear the same words—'respectful,' 'flexible,' 'welcoming,' 'language rights of the individual.' The bottom line was, 'I want to understand, and I want to be understood.'"

In putting together the Communication Statement, Martin described its goals as "future oriented" rather than concrete. "My best analogy is that it's like [Gallaudet's] Vision Statement. It's our guiding star; it's what we want to become."

"This Communication Statement is an important step forward," said Gannon. "It clarifies Gallaudet's concern about and sensitivity to the communication issue, which affects each of us—deaf and hearing individuals alike—and contributes to a better learning environment for our students."

Where will the Communication Statement lead Gallaudet? Martin responded, "We're not starting from scratch, and this isn't the end. This is one more step in the ongoing search for better ways of communicating with each other."

To help everyone become familiar with the Communication Statement, the President's Office is having book-marks and posters of the statement printed for distribution to the campus community.

The practical matter of developing optimum sign language training and assessment programs will be enhanced once the Center for Communication and American Sign Language Training and Assessment opens. According to Dean of the School of Communication

William Moses, the center's name reflects that "some of the skills needed to effectively operate on this campus are communication-related and some are American Sign Language-related, and some are overlapping."

Dr. Moses said that a director will be sought to begin work early this summer and to have the center set up, staffed, and functioning by mid-August. Current plans call for a director, four sign language trainers, an evaluation specialist, and three rater/interviewers, one of whom will be responsible for developing curriculum and materials. A diagnostician/counselor also will be on staff to interpret assessment tools and to design individualized communication plans. Future plans include two additional diagnosticians and three more rater/trainers.

While the center will concentrate on new students and faculty this fall, in the future it will include opportunities for individualized assessment and training in sign communication and ASL for all individuals on campus.

"One of our goals is to develop bilingual fluency for people who learn, teach, and work at Gallaudet," said Moses.

To that end, all new students, not just new signers, will have their sign communication skills assessed this fall by an individual rather than by having students self-report their sign skills through questions on a form as was done in the past, said Moses. Center staff also will recommend grouping students initially into classes that have multiple sections, such as "Freshman Seminar," by the communication mode with which they are currently most comfortable. Students also will receive individualized plans for continued training in American Sign Language and communication skills.

The center will continue to offer non-credit classes in ASL and the sign language modules that the Department of Sign Communication has offered in the past. It also will feature a walk-in lab where people can work with videotapes or on computers with a variety of materials. The physical location of the center is still to be determined.

**on the
GREEN**

Published each month for the staff and faculty of Gallaudet University by the Department of Publications and Production.

Editor

Todd Byrd

Editorial Staff

Lynne McConnell
Andrea Shettle

Contributor

Sandi Larue-Atuonah

Photography Staff

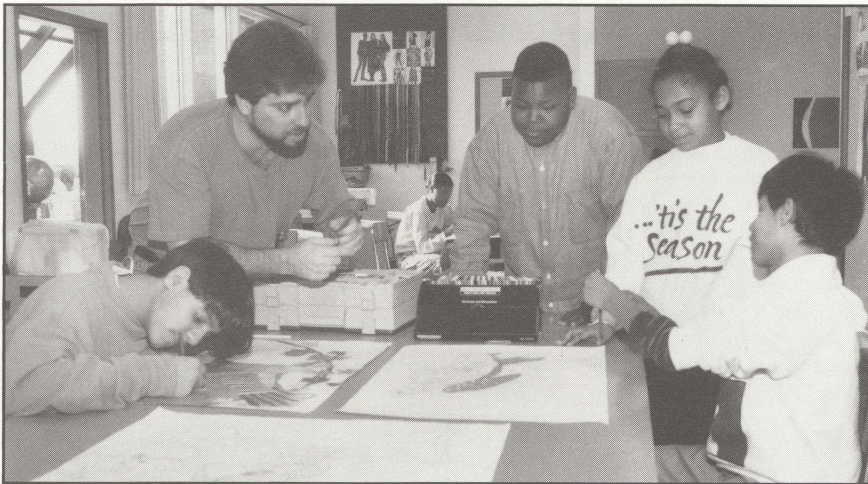
Chun Louie
Joan Schlub

Typesetting

Thomas Corcoran



Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, color, sex, national origin, religion, age, hearing status, disability, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis.



Art teacher Phil Bogdan works with KDES students on their projects for the EARTH-VENTURE art exhibit, which opens May 9 in Kendall Gallery.

Nature is theme of KDES Project

continued from page 1

Human and Rohde, Inc., of Towson, Md. Both areas will be wheelchair accessible.

The centerpiece of the habitat will be a shallow pond—fenced off to ensure children's safety—surrounded by a wetlands area, then a meadow, and at the perimeter, a grove of trees. The habitat will be screened from the road by climbing vines. It will also contain a teaching area.

The habitat could also lead to the addition of more environmental education units to the KDES curriculum, Gillespie believes. For example, language arts teachers could have their students write about what they observe in the habitat, and art students could use the setting to practice drawing.

The concept behind the new playground is to not only create a facility that is fun and exciting to children of all ages, but one that is safe and accessible to all children. According to Don Mahoney, program supervisor in KDES' Special Opportunities Program and chair of the playground committee, the only things that will remain from the old playground are the covered pavilion and the basketball courts.

The features of the new playground have not yet been determined, but there will be specific recreation areas appropriate for children in the Child Development Center (CDC), and Preschool, Primary, and Intermediate/Middle School departments. Mahoney envisions that there will also be a gazebo.

A cost analysis of the playground project is being conducted, and while the University is providing \$75,000 for the playground, the cost will be "considerably more," Mahoney said. Gallaudet's Development Office will assist with securing the balance of the funding from private donations, he added.

In the meantime, some steps have been taken to improve the existing playground. Safety upgrades have been made to the swing sets, and an interim plastic play structure, which includes a sliding board, is in place.

Presently, KDES is concentrating on finishing the indoor habitat and preparing for the environmental science fair and art exhibit.

The indoor habitat, which occupies 25 square feet of space on the ground floor of the building, is being built by Jerry Spence, the shop teacher in the KDES Enrichment Program, and his students. Additional work, such as installing electrical out-

lets, was done by Gallaudet's Maintenance Services Department.

When completed, the indoor habitat will feature a large aquarium filled with fresh water fish, a fountain, terrariums, and a variety of plants. Instructor Sarah Raymond's Intermediate School science classes have been involved in the design and planting for the indoor garden area of the habitat.

Primary teacher Linda Hendricks, who is also one of the planning committee members, said that students will be taught in science class about how to care for the plants and animals, since maintenance of the habitat will be their responsibility.

The Environmental Science Fair will be on exhibit in the school's main hall May 8-12, said Mangrubang, and every department, including the CDC and Preschool children, will participate.

The art exhibit, which has been entitled "EARTHVENTURE," is the aspect of the KDES Project that has been moving along at the greatest momentum. It will feature artwork from KDES and the Derdic School, a Brazilian school for deaf students, as well as a number of other activities that follow an environmental theme. KDES art teacher Phil Bogdan said that for three years his students and children from the CDC have been working on their projects with such zeal that it astounds him.

Bogdan sent a proposal to the Derdic School inviting its participation. In January, 100 pieces of art by Derdic students and a videotape of Brazilian Indian dances performed by the Derdic students arrived for the exhibit.

The environmental feel of the exhibit will be enhanced by a program shown from three computer stations, complete with CD Rom and speakers, said Bogdan. The program, "Undersea Adventure," was donated by Knowledge Adventure, a computer software company from La Crescenta, Calif. Video monitors in the gallery will continuously show closed captioned films on nature and the environment that will be provided by area public television stations.

Thanks to a donation from Pre-College Outreach, the EARTHVENTURE opening will also include an entertaining sideshow, "The EARTHVENTURE Puppet Theatre," by KDES and CDC students. There will also be a showing of Walt Disney's "The Lion King" at this location.

The Gallaudet community is invited to attend the dedication ceremony, which will be held from 6 to 10 p.m.

Day is devoted to input on literacy

continued from page 1

Coye challenged students to spend more time reading and writing and to take charge of their own learning by keeping journals, initiating study groups, and writing several drafts for each paper they hand in. He also challenged teachers to challenge students.

"Don't explain the book to your students—ask them to explain the book to you," Coye said. "Don't let them get around reading and writing."

Coye's speech was followed by a panel discussion by three Gallaudet alumni: Amy Bolden, program specialist at Deaf-REACH; Jim Bishop, chief of the Document Support Section of the Internal Revenue Service; and Robert Dorn, intake processor in the Career Center.

The panelists shared their experiences struggling with poor English skills in the work world after graduation.

Dorn, who originally left the University in 1980 after his sophomore year, said he discovered that his writing skills were not good enough for the writing tasks required for his various jobs, even though he took writing courses at the encouragement of his supervisors. To his embarrassment, Dorn said, his supervisors were not the only ones who knew of his weak writing skills—other people had to be informed that his reports were being delayed so the English could be corrected.

Dorn returned to Gallaudet and graduated in 1993. He emphasized the importance of using college years to learn good English skills. "If you don't do it now, you will suffer," he said.

When Bishop first became a computer programmer, he believed he wouldn't have to do much reading and writing. But he quickly found out that he had to read manuals extensively and write memos to explain what he was doing. He discovered that he could not rely on feedback from his hearing co-workers, who had literacy problems of their own or were too polite to criticize his English. To cope, Bishop learned to write a draft in ASL structure, then revise it into English grammar.

"Reading and writing is a very important, very painful task," said Bishop. He said that it is important to be assertive in seeking feedback. "When you say you don't understand, that leads to improving your English skills and your literacy skills."

Bolden also encouraged students to improve their English skills by reading every night and by getting feedback on their writing.

Faculty, staff, and students with declared majors attended departmental

meetings to discuss how each department can contribute to the development of reading and writing literacy. Academic departments also discussed the reading and writing requirements that their students need to major in their respective fields. Alumni panelists in the English Department, for instance, asserted that students entering the English major should be expected to have strong reading and writing skills.

Students with undeclared majors and interested staff from outside Academic Affairs and ASSD attended a panel discussion led by former Gallaudet students. The four panelists emphasized the importance of self-discipline, hard work, reading every day, taking advantage of tutorial services and teachers who are willing to help, and writing several drafts of each paper.

"I think the key is attitude," said panelist Hannah Reesman. "You always keep learning. When I finish school I'll continue trying to improve." Panelists also recommended that the University expand tutorial services to students in English 50, 60, and 70, and add laboratory hours for students in these classes.

Seventeen concurrent workshops were held in the afternoon on topics including "Effective College Reading Strategies," "Successful Teaching Methods Used in the SPS English Department," "Beyond Tradition: Redefining Creative Writing," and "Literacy Resources on Deaf Adult Literacy."

In her presentation, "Making the Leap from ASL to English," Susan Mather, research scientist in the Culture and Communication Studies Program, discussed the definition of language, the difference between learning a first and second language, and language as culture. People can acquire English skills by using the language until they have mastered its rules, Mather said. She offered her audience a checklist of reminders that she uses when proofreading her written work, including double-checking capitals, tenses, and punctuation.

The day closed with a Share Shop in the HMB atrium, which allowed participants to enjoy refreshments while discussing what they had learned during the day.

Participants also had an opportunity to learn how to access the electronic notes conference, "Enrichment," to which they could add comments on the day or on literacy issues at Gallaudet. The notes conference is available for further input through the semester.



Susan Mather, research scientist in the Culture and Communication Studies Program, gives an afternoon presentation, "Making the Leap from ASL to English," on Enrichment Day.



Coordinator of Residence Education Charles Kelley recognizes Residence Education Assistant Erlinda Gomez for five years of service at the Model Secondary School for the Deaf.

PCD holds town hall meeting

An estimated 130 people attended a Feb. 22 town hall meeting of the President's Council on Deafness to discuss recruiting, hiring, and retaining qualified deaf employees.

According to PCD statistics, the number of deaf employees at Gallaudet has increased only 6 percent (from 25 percent to 31 percent) from 1988 to 1995.

A number of participants shared their thoughts and concerns related to the

employment of deaf people at the University. It was widely agreed that the PCD should be renamed, new officers should be nominated, and working groups should be established.

In response to a question about Gallaudet's affirmative action task force, Lindsay Dunn, special assistant to the president for diversity and community relations, explained that he currently is examining the task force's past actions and plans to expand its mission to include a broad range of diversity concerns.

The group voted to hold mid-day meetings in the future. The next meeting was scheduled for Feb. 28 from 11:45 a.m. to 1 p.m.

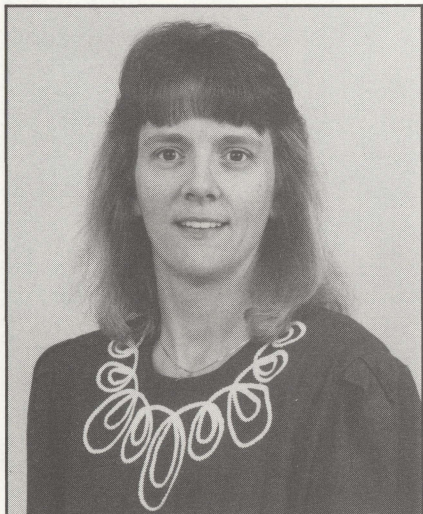
McGregor takes job in Alumni Relations

Daphne Cox McGregor ('82) has been appointed assistant director of Gallaudet's Office of Alumni Relations.

McGregor, who received her undergraduate degree in American studies, has worked at the University since she graduated—first in the Office of Student Life as an activity sponsor, then in the Office of Student Development as an education specialist. For the past nine years she has been a career counselor in the Career Center.

McGregor also has a master's degree in student development from The American University and is presently taking doctoral-level courses at Gallaudet.

"I am pleased to have Daphne as our new assistant director," said Mary Ann Pugin ('71), director of Alumni Relations and executive director of the Gallaudet University Alumni Association. "I am confident she will bring new ideas, strategies, and creativity as we implement the GUAA 2000 Task Force Goals."



Daphne Cox McGregor

Letter to the Editor

I very much enjoyed the article about Dr. Peikoff that appeared in the Feb. 6 issue of *On the Green*. For the record, however, I think it is important that I point out that he was not a graduate of the Manitoba School for the Deaf. He was a high school dropout, which I think makes his success even more remarkable.

One other point. You know that the Board of Trustees voted to name "Ole Jim," our Alumni House, for Dave and Polly, and it will become the Peikoff Alumni House. A number of friends have brought to my attention how strange, how coincidental, and how appropriate the acronym is: PAH!

Jack R. Gannon
Special Assistant to the President
Advocacy

SHS provides allergy injections

Gallaudet's Student Health Service reminds the campus community that it is offering allergy injections to faculty and staff who are receiving prescribed immunotherapy from their private physicians. A fee of \$40 per semester will be charged.

Individuals who are interested in this service can pick up an allergy packet from the SHS receptionist. For additional information, contact Marybel Balan, RN, x5090.

Teleconference theme is workforce

The Seventh Annual Multicultural Forum, "Voices from the Diverse Workforce" teleconference, produced by American Management Association, was held in the Peikoff Alumni House Feb. 15. The event was sponsored by the Office of the President and was part of the Distance Education Program in the Gallaudet University Conference Center.

The theme of the teleconference was based on the 1987 book *Workforce 2000*, which predicts that by the turn of the century, the racial makeup of the general workforce in the United States will be 80 percent non-white, and that organizations that learn to manage this change effectively will have a more motivated, productive workforce.

Since change does not come easily for many people, long-entrenched biases must be unlearned before progress can be made. The program gave several guidelines to help open the lines of communication between different ethnic groups to facilitate this change.

Following a welcoming address by Sandi LaRue-Atuonah, special assistant to the Vice President for Academic Affairs, opening remarks were given by Lee Thornton, a producer for Cable News Network and an associate professor for communications at Howard University.

Thornton said that managers need to take a more active role in resolving problems that arise from racial disputes. Management needs to provide more training to help workers from different racial and cultural backgrounds understand each other.

The teleconference focused on three minority groups that are prevalent in the U.S. population: African American, Asian Americans, and Latinos. Sample stereotypical behaviors toward these groups that commonly occur in the workplace were demonstrated, along with suggested approaches that are considered appropriate and lessons on each ethnic group's cultural "rules" and what is considered proper social behavior.

Participants had the opportunity to do exercises to address issues relevant to each ethnic group. It was stressed throughout the teleconference that organizations need to work on understanding that stereotypes can stifle communication; that each employee needs to examine personal bias by recognizing and acknowledging stereotypes, identifying the origin of the bias, and identifying attributes that he or she shares with a person

from another race rather than the differences; and to acknowledge the value of individuality. The event also showed how stereotypes can affect one's ability to get promotions, prevent pay increases, and stand in the way of personal recognition.

The presenters gave the following suggestions for organizations that want to be more effective in promoting equality in the workplace:

- Be aware of sexist and institutional discrimination; become informed about federal, state, and municipal legislation dealing with discrimination, and make it clear that the organization will not tolerate discrimination.
- Distribute workloads equally and fairly.
- Modify performance standards to recognize behavioral traits of ethnic groups; for example, some ethnic groups are assertive, whereas other groups are comparatively passive.
- Obtain diversity awareness training at all levels of the organization.

Photo policy set

On the Green is changing its policy on printing photos of employees who are recognized for their years of service to the University.

The change is necessary due, in part, to the large number of requests by faculty and staff to print these photos, and because the new on-line format of *On the Green* will limit space for photos, since a printed issue of *On the Green* will only be published once each month.

The staff photographer will continue to take service award photos, but the composition of the pictures will change. Instead of the old format, where an individual's picture was taken displaying an award in the company of his or her supervisor, the person being honored will now be photographed on the job—teaching or doing whatever duties he or she normally performs.

This should make the photos more interesting to the reader and give the Department of Publications and Production more photos of faculty and staff in various settings to use in other publications, such as catalogs and brochures. In addition, it will give *On the Green* more flexibility in how to use the photos, such as cropping them as head shots, in the event that space is tight.

Departments that would like photos of employees and supervisors for their own use can contact the photography area, x3113; a fee will be charged for this type of photo.



Robert Eubanks, electro-acoustic technician in KDES' Diagnostic and Support Services, is given a gift certificate and treated like royalty in recognition of 30 years of service.